

Statewide Family Support Center NEWSLETTER

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Serving Kentucky's Families
with Children Who are Deaf
and Hard of Hearing

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The SFSC is part of the Kentucky School for the Deaf Outreach Services and the Statewide Educational Resource Center on Deafness, components of the Kentucky Department of Education.

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SPEECH and LANGUAGE DEVELOPMENT

Jerri LaFavers, M.S.CCC/SLP (Speech-Language Pathologist)

We are continuing the series of articles on various topics of interest to families with children who are deaf or hard of hearing. We know that some families are very new to all of this. Some of the terms we use might not make a lot of sense right now. Please don't give up... read this little bit by little bit... read it again and again. Call, email or write to ask questions

For those who have access to the Internet, you can download copies of any of our Newsletters at www.ksd.k12.ky.us. After you enter the website, click on the "Family Information" button and then click to either open the current SFSC Newsletter or open any of the archived newsletters. Pat and Cathy



Is there a difference between Speech and Language?

Yes. **Language** is *what* people say, *how* they say it and *why* they say it. The first three years of life are the most important for learning language. Learning language (spoken or signed) becomes more difficult the older your child becomes.

If a hearing loss occurs shortly at birth or shortly thereafter, language acquisition is often delayed. Parents are critical in helping their child learn language. There are special techniques to teach language to children who are deaf or hard of hearing. Professionals with expertise in working with children who have a hearing loss can teach these skills to parents so that using these skills becomes a natural way of communicating.

Speech is the act of making sounds with your mouth. It is a mode of communication (as is writing and signing). Without language, speech is useless. Simply mimicking words without understanding what the words mean is not communication. People must also know how to fit words together to make meaningful

sentences. Being able to say "cat" without knowing what "cat" means is having speech without language and is meaningless to a child.

The unique needs of children who are deaf or hard of hearing

Children who are deaf and hard of hearing have unique cultural and linguistic needs that make them different from other groups of children, with or without disabilities. Most hearing children enter school with the ability to process and integrate verbal information. They have a basic command of the language and an extensive vocabulary. School systems establish programs and services and develop curricula based on the assumption that all children enter school with basic language skills. The schools then proceed to teach children to read, write and develop math skills. With these tools, children are ready for the acquisition of information in content areas. Education systems, in general, help students reach the goals of self-realization, development of proper human relationships, attainment of economic sufficiency, and assumption

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of civic responsibility. The goals for educating children with hearing loss are identical. However, children with hearing loss seldom bring to their educational experience the same extensive language background or the same breadth of language, as do hearing children.

For most deaf children to acquire language, it needs to be visible to them on the lips, faces, and/or hands of their communication partners. For some children, oral-auditory input may be sufficient. In interactions with their young children, parents often comment on things of mutual interest. Hearing children can listen to what the parents say while visually exploring relevant objects or observing events. Information from the two sources is received simultaneously, and a link is implicitly or explicitly created between language and the objects or events to which it refers (Pisoni, 2000). Because most deaf children are dependent on the visual modality for language reception regardless of whether they are acquiring a spoken or signed language, they have to shift attention between their activities and their language partners in order to obtain information both about what is going on around them and about language itself (e.g., Harris, 1992; Wood, Wood, Griffith, & Howard, 1986).

Language Development in Children Who Are Deaf; A Research Synthesis; National Association of State Directors of Special Education, Incorporated. June 4, 2001

What factors influence my child's language development?

Information summarized from Where Does Speech Fit In? by Sharon Graney

1. **Age of hearing loss onset** – If a child loses his hearing post lingually (after he has developed spoken English), he may not experience language delays. However, depending on the degree of hearing loss and at what age the hearing is lost, he may begin to experience speech and language difficulties as he becomes older. If a child who loses his hearing pre lingually (before speech and language develops) he may experience speech and language delays.
2. **Age hearing loss is identified.** If the child's hearing loss goes unidentified, he will

probably miss important language learning opportunities, which will negatively affect his communication development.

3. **Degree of hearing loss.** The degree of hearing loss is not a definite



a child's communication will develop. However, if the child's parents and teachers understand the hearing loss and all the factors listed here, they can more appropriately work with the child which will greatly impact communication development.

4. **Amount of Residual Hearing.** Residual hearing is the hearing that the child has left and is able to use. The audiogram often does not reflect a child's functional abilities. The audiogram provides information about how well a child can hear "pure tones". It does not indicate how well a child comprehends spoken language.
5. **Amplification.** A child's use of hearing aids may or may not provide enough benefit to allow full or even partial access to spoken English. When the child first received amplification, what type of amplification is being used and whether or not the child uses the amplification consistently are all factors to be considered.
6. **Family Support.** Family support is vital for communication to develop. A family that accepts their deaf or hard of hearing child and respects the child's linguistic needs will help that child reach his or her maximum potential.
7. **Parental language input.** Deaf children will typically develop a first language depending on the language input that they receive from their parents. For example, deaf babies born to deaf parents who use American Sign Language (ASL) will develop ASL as their first language.
8. **Quality of Early Intervention.** Deaf and hard of hearing children will develop at different rates depending on the types of early interventions they receive and the quality of

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those services. Babies who begin receiving services very early and receive services from professionals trained to work with deaf and hard of hearing babies, will likely tend to have better communication skills.

9. **Other associated conditions.** Some children have physical limitations, cognitive delays and other associated conditions (in addition to the hearing loss). These conditions may affect the way his communication skills develop.

Communication Access

When a child has a hearing loss, he/she may not be able to learn language incidentally. He/she may not hear, conversations happening around them (in the car, in restaurants...), television, announcements, etc. Making language accessible to a deaf child means including them in these kinds of language learning opportunities, although it takes time and patience and is not easy. When language is made visible to a deaf child (by the use of signs, gestures, pictures, facial expression, body movements and lip reading) the child has better access to spoken language around them.

Access to communication will help develop your child's language skills. **At school**, your child should have access to not only the teacher's spoken language, but also what the other students and other staff members are saying (when students read aloud, when announcements are said over the intercom...). The use of interpreters, amplification and other classroom modification can help to ensure access to communication for your child. **At home**,

families should make every effort to engage the child in language learning opportunities in everyday life routines such as at the dinner table, during play time, riding in a car, getting dressed in the mornings, cleaning house and doing laundry, grocery shopping ,

preparing meals etc. Access to communication is crucial for language development!



Suggestions for communication Development

Teach and constantly model signs/words and sign phrases which will be functional to the child's surroundings:

- a. Names of objects the child:
 - 1. has interest in
 - 2. needs to obtain
 - 3. relates to (ball, milk, McDonald's)
- b. action (verbs) and description (adjectives) words related to these objects (eat, red, big)
- c. feeling words related to the child's experiences

Teach through a loosely structured play and home environment.

- a. Sign/say to the child what he/she is doing, or what others are doing.
- b. Sign/say what is happening in his/her environment.
- c. Sign/say storybooks and tell stories.
- d. Provide the language and signs required for readiness development (numbers, colors, letters, etc.).
- e. Set up situations in which questions will need to be asked. Don't volunteer too much information and don't "guess" what he/she wants.
- f. At times, talk/sign for your child to model correct language.
- g. Everything has a name. Use the name!
- h. Give your child a chance to respond.
- i. Encourage your child to imitate signed words and phrases.
- j. Require your child to sign, at times, to obtain objects and actions.

Respond to the child when he signs/talks:

- a. Give the child a chance to sign/talk.
- b. Respond when the child communicates
- c. Reward him when he/she attempts to communicate and model correct language when gestures are used.
- d. Add new words.

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- e. Pay attention to what he/she is trying to mean not how he/she is saying/signing it.
- f. When he/she tells you something, expand on the child's thought with new related information.

Communication in the classroom

The classroom should be arranged to encourage easy communication. The student should have a clear view of the teacher's face and of other students. Students with hearing aids should be seated away from sources of environmental noise such as air conditioners. A student should not face bright lights or windows because the glare will make it difficult to see the faces of others. The best place for the deaf or hard of hearing students may change depending on the situation.

The deaf or hard of hearing student should be encouraged to participate in classroom discussions. However, when several children are participating in a classroom discussion, the deaf or hard of hearing student may have a difficult time following along. Much information can be missed when this happens. Here are some tips that may help your child to follow along.

- Make sure the child is seated in a spot which is visually accessible to the entire group (have the students sit in a circle).
- Make sure the child is seated in a spot which is visually accessible to the entire group (have the students sit in a circle).
- Students should be reminded to speak one at a time.
- The teacher should point to the student who is speaking, to direct the deaf student's attention toward the speaker.
- Make sure the child is as prepared as possible by requesting team members to pre-teach key words and concepts prior to the discussion.
- A buddy should be assigned to the child to help him keep his place when work sheets or books are involved.
- Proper amplification should be used.
- As many concrete materials as possible should be used.

- Teachers should rephrase or restate what other students say.
- The teacher should stay within vision of the child to enable speechreading. Light coming from behind makes a silhouette which makes speech reading difficult.
- The child should periodically be asked questions to check comprehension.

What happens in Speech and Language therapy?

Your child may be receiving speech and language therapy in an individual setting, in a small group setting, or both. The sessions may be "pull-out" (meaning the child would be pulled out of the classroom and worked with in the speech therapy room) or the sessions may be within the classroom setting, depending on the needs of the child. The Speech-Language Pathologist (SLP) will be implementing the communication goals and objectives on the IEP (Individual Education Plan). The IEP will also specify the length and frequency of the sessions. For example, your child may be seen twice a week for 30 minutes in small groups. The length, frequency and type of group will depend on the needs of your child.

In therapy, your child may be working on speech, language and listening goals at the same time. Classroom work may also be used within the therapy sessions to promote carry over of skills and reinforcement of classroom vocabulary. There are various techniques and materials that SLPs use to help develop speech, listening and language skills. It is important for parents and teachers to keep informed about what is being done in speech and language therapy so that some of these techniques can be used at home and in the classroom. Collaboration is the key to speech and language development with deaf and hard of hearing children. The more exposure to speech and language the better! Remember...language development does not just happen within the speech therapy setting!



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SPEECH and LANGUAGE DEVELOPMENT (*con't.*)**How are communication skills assessed?**

It is important that a trained speech-language pathologist conducts your child's communication assessment. Someone who has background knowledge and experience working with deaf and hard of hearing children will be familiar with the up to date assessments that are appropriate for your child. If your child uses a form of communication other than spoken English (American Sign Language, Signing Exact English...) it will be important for the person evaluating your child to be able to use the primary mode of communication used by your child. Many times the speech-language pathologist will work as a team with other evaluators such as a school psychologist and/or an audiologist.

What is assessed? In Kentucky schools, the Admissions and Release Committee (ARC) which is usually made up of teachers, administrators and parents, decides what evaluations are necessary for the student. A communication assessment might include an evaluation of the following:

1. **Speech Sound Production and Use.** This includes administration of standardized and informal assessments to assess the use of speech sound in conversation. Various aspects are assessed such as the production of all speech sounds alone, in words, in sentences and in conversation as well as the child's ability to appropriately use his/her voice (pitch, quality, resonance, volume) and possibly the child's fluency of speech.

2. **Receptive language.** This is what your child understands. Before your child can begin to tell you about things, he/she must first understand a great deal about the world and the people in it. Experiences, conversations, and interactions with people and things build receptive language (signed or spoken).

Receptive language delays may affect your child's ability to follow directions, understand questions, recall information, understand words and sentences (signed or spoken) and understand basic concepts.

3. **Expressive language.** This is what your child communicates to others. Before developing

spoken or signed language, when your child cries, smiles or giggles, he is already expressing himself. All children use gestures, facial expressions, and vocal sounds like cooing and gurgling as nonverbal ways to communicate.

Various aspects of language are assessed such as **pragmatics** (the use of language), **syntax** (grammar), and **semantics** (vocabulary).

Expressive language delays may affect your child's ability to respond to questions, initiate communication, maintain communication, ask questions, use gestures and facial expressions appropriately, use appropriate sentence structure, written expression, describing skills, telling his/her wants and needs and requesting items and activities.

Speech and Language Assessments

For complete speech and language assessments please contact Melinda Carey at the Kentucky School for the Deaf (859-239-7017 x2147). We also provide cognitive, academic and hearing evaluations. If your child is age 3-21 and is in school, your school district will need to have an Admissions and Release Committee (ARC) meeting to develop an evaluation plan and to obtain permission from the parent. Once this is completed, the school or parent can contact KSD and we will schedule your free evaluation.

Resources

This article has touched the surface of some basic and important concepts for families to understand related to speech and language development. There is MUCH more information available. We encourage you to use the resources listed below.

Websites:

- www.listen-up.org
- www.agbell.org
- www.classroomacoustics.com
- www.Clerccenter.gallaudet.edu
- www.deaflebrary.org
- www.raisingdeafkids.org (this website has some helpful tips for developing communication)

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Publications and Catalogs:

- Odyssey (800-526-9105)
- Harris Communications Catalog (800-825-6758)
- Gallaudet University Press (gupress.gallaudet.edu)
- Butte Publications, Inc. (866-312-8883)
- The Clerc Center Catalog (800-526-9105)

Agencies:

- Kentucky School for the Deaf (859-239-7017)
- Heuser Hearing Institute (502-515-3320)
- Lexington Hearing and Speech Center (859-268-4545)
- KY Deafblind project (502-89701583)
- Eastern Ky University- Deaf and Hard of Hearing Student Services 859-622-2934
- Kentucky Commission on the Deaf and Hard of Hearing-directory of services (800-372-2907)

Books (these books and others can be found at www.harriscomm.com)

- The New Language of Toys
By Sue Schwartz, Ph.D. and Joan E. Heller Miller, Ed.M
Woodbine House
- I'm Deaf and It's Okay
By Loraine Aseltine, Evelyn Mueller, and Nancy Tait
- Negotiating The Special Education Maze
By Winifred Anderson, Stephen Chitwood, Deidre Hayden
- Hear What You've Been Missing
By Donna S. Wayner, Ph.d.



THE LITERACY CORNER

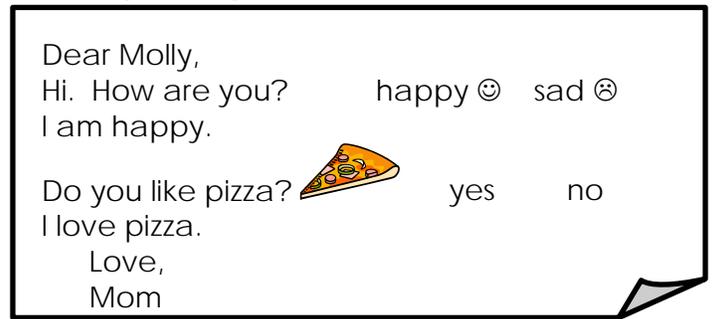
If you have ever seen a deaf or hard-of-hearing child's writing, you know that it is not the same as a hearing child of the same age. There may be omissions of words and errors in word order. Some people might say that it looks like American Sign Language written down.

As we know, deaf and hard-of-hearing individuals are mostly visual learners. This is easily noticed when it comes to writing. Both sets of individuals will create sentences that are based on how information is processed visually. Therefore, you will see words missing such as the,

a, an, to, is, at, and was. You will also see words in the wrong order such as 'bear brown', and 'I go store'. It does not matter if a child communicates through sign language or spoken language.

One might think that if a deaf or hard-of-hearing child has never been exposed to sign language then he would rely on sound to write, thinking how he would say a sentence then write it. I have spoken to several deaf and hard-of-hearing adults who have grown up orally who all say that when they first start a written piece they write what they envision, not necessarily how they would say it. Later when editing, they focus on grammatically correct English.

As a parent, there are many things you can do to help your child develop good writing skills. One technique that dramatically helps children is the use of dialogue journals. In a notebook, you write letters back and forth with your child. For young children, you may start out like this:



You can read this letter with your child. She can circle her answers. Then let her write a letter to you. She may copy what you wrote and that's ok. She can also draw pictures. In your subsequent letters, start them the same way so that she can learn to read them on her own. You can change your questions to expose her to new vocabulary.

As her writing develops, you can delete the answers and encourage her to write them in her own letter. You can add sentences in your letter that include her weekly spelling or vocabulary words, events that have happened in the family or upcoming events, anything that you'd like.

One key to dialogue journals is to teach your child that the journal is a safe place to write. You will not correct any of his mistakes. If you see an error, model the correct way to write it in your next letter. For example, if your child writes,

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The Literacy Corner (con't. from Page 6)

"Yesterday I go store," you can write in your letter, "Yes, yesterday you went to the store." If you want, you can later show him the two sentences and compare.

I have seen students writing significantly increase over the course of a school year simply by using dialogue journals. Because there is no fear of failure, children feel free to create. Enjoy this wonderful opportunity to communicate with your child.

If you have any questions or comments that you would like addressed in future articles, please email me at heidigasl@yahoo.com or write to SFSC.



THE LISTENING CORNER

When your child first receives his/her hearing aids or cochlear implant, sound may be a new experience. In the beginning, everything from voices to environmental sounds may sound the same. Your child has to learn that each sound is different and has meaning. He/she will begin to sort out the differences between speech sounds by perceiving the differences in the rhythm of voices; long/short sounds; loud/soft sounds; and high/low pitch sounds. These are skills that as your child's listening improves, will help him/her process the same features in meaningful language. As your child learns that sounds are associated with certain objects, he/she will begin to develop sound/object associations and an auditory memory. One way to help your child develop these beginning listening skills is to use the **Learning to Listen Sounds** that auditory-verbal therapists have developed to go with certain toys, objects, and animals. These sounds are easy to perceive and learn because they differ in duration, pitch and intensity levels. **Learning to Listen Sounds** are also easier to produce when the child is ready to vocalize. All the vowels/consonants and simple syllable shapes of speech are represented. Make a **Learning to Listen** box or picture book that includes the following objects and their associated sounds:

- | | |
|-------------------------------|------------------------------|
| Airplane: aaahhhhhh | Slide: up-up-weeeeeee |
| Cow: mooooo | Boat: puh-puh-puh |
| Baby Sleeping: shhhhhh | Cat: meow |
| Sheep: baaaaaa | Duck: quack-quack |

- | | |
|--|------------------------------|
| Witch: hee-hee-hee | Monkey: ooo-ooo-ooo |
| Train: choo-choo | Fire Truck: ow-ow-ow |
| Snake: sssss | Ice Cream Cone: mmmmm |
| Bird: tweet-tweet | Fish: swish-swish |
| Chicken: buk-buk-buk | Bear: grrrrr |
| Rabbit: hop-hop-hop | Ghost: ooooooo |
| Dog: woof-woof | Owl: hoooo |
| Pig: oink-oink | Bus: bu-bu-bu |
| Helicopter: wu-wu-wu | Mouse: ee-ee-ee |
| Santa: ho-ho-ho | Clowns: ha-ha-ha |
| Bee: zzzzzz | Hairdryer: zhhhhhh |
| Rooster: Cock-a-doodle-doo | |
| Phone: bringgg-bringgg | |
| Horse: tongue clicks or neigh | |
| Car: brmm-brmm-beep-beep | |
| Spinning Top: around and around | |



Play with your **Learning to Listen** box or go over your **Learning to Listen** picture book with your child several times each day. Remember, **Listening comes first**; then speech. Let your child **hear you** make these sounds over and over to help develop his/her auditory memory of that sound. Also describe the object that is associated with the sound ("aaahhhh" says the airplane. It goes up, up, up", "Mmmmmm, the ice cream is good. It is cold", etc.) to start laying the foundation for meaningful language.

Thanks for "listening" and I'll be "hear" next time!

Shelby Rutledge, Speech/Language Pathologist
Lexington Hearing & Speech Center



CAPTIONED NEWS on TV

The following is a summary of an article from *THE ENQUIRER* written by John Kiesewetter

Cincinnati's Channel 12 (WKRC-TV) enhanced their newscasts by making unscripted portions immediately available to the deaf and hard of hearing community. Most TV stations do not have the live portions of their newscasts captioned.

Therefore, the information is not understood by people who depend on captions. In September, Channel 12 became the first area TV station to provide closed-caption translation - real-time text on the screen - of the unscripted parts of newscasts: weather forecasts, breaking news



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Captioned News *continued from Page 7*

reports from the field, traffic updates, even the off-the-cuff joking among anchors before and after sports.

Starting Jan. 1, all TV stations were required to provide real-time closed captioning for most programming. But only stations in the top 25 TV markets must provide captioning for unscripted portions of newscasts. Although Cincinnati, at No. 34, is exempt, Channel 12 managers decided to provide the service, which costs about \$200,000 annually.

Betty Timon, a member of the Kentucky Commission on the Deaf and Hard of Hearing explained the anger and frustration that people have felt being left out of vital information. Maryann Barth, literacy coordinator for St. Rita School for the Deaf in Evendale and a part-time University of Cincinnati professor, says that full captioning "is not a matter of access, but a matter of equality," she says.



THE CAPTIONED MEDIA PROGRAM

The captioned Media Program (CMP) administered by the National Association of the Deaf is a free-loan service providing open-captioned media to deaf and hard of hearing individuals, their families, teachers, and other professionals. Order educational videos including sign language instruction, deaf culture, etc at www.captionedmedia.org or call 1-800-237-6213 (voice) or 1-800-237-6819 (tty).



AROUND THE STATE

➤ Mondays in **Danville** – Sign classes for families will begin on January 30th, at 6:30 in Lee Hall. There is no registration fee for family members and there are different skill-level classes available. Childcare for families is also available, provided by the KSD PTCA. Contact Ina Price at 859-239-7017 for more information.

➤ Tuesdays in **Northern Kentucky** – Family sign classes at River Ridge Elem. From 6:00-7:30, are open to any family with children who are deaf or hard of hearing. Call Sue Frisbee for more information: 859-426-8036.

➤ Tuesdays in **Bowling Green** – Sign classes will be at the Greenwood Mall Food Court on the second and fourth Tuesday of each month, from 5:30-7:00.

➤ Wednesdays in the **Owensboro area** - Family sign classes at Country Heights Elementary. From 5:30 to 7:00 are open to any family with children who are deaf or hard of hearing. 5:30 - 6:30 is the sign class and 6:30 to 7:00 is for parent support discussions. Call Heidi Givens for more information at (270) 852-7250 or email at hgivens@daviess.k12.ky.us

➤ Thursdays in **Northern Kentucky** – Sign classes for professionals will be at River Ridge Elem. from 3:45-4:45, open to any professionals working with students who are deaf or hard of hearing. Call Sue at the number above.

➤ Saturday, Feb. 25 – **SHHH (Self-Help for Hard of Hearing People)** will have its fourth meeting at 10:30 am, at the Newport branch of the Campbell county Library (901 E. Sixth St.). Linda Strite Murnane, Executive Director of our state's Human Rights Commission will be the speaker.

➤ February 28 **West Kentucky** Silent Dinner Sign Language Group will meet in Paducah at Chong's (Beltline) - 2710 Jackson St. (270) 443-4022. Please contact Paula Humphreys to let her know you will attend. PHumphre@ksd.k12.ky.us or (270) 443-3055

HEADS UP:

- **HANDS ALIVE** – a learning fair for students who are deaf and hard of hearing is being planned for March 23rd at Brescia College in Owensboro.
- **CINCINNATI HEALTH FAIR** will be held on May 6th. The Key Note speaker will be Sue Thomas. Mark this date off for a hold and also join us in participation or setting up a booth to educate our community.
- The **FAMILY LEARNING VACATION** is back this year and scheduled for June 10, 2006 in Danville. Families with children of any age are welcome! Rooms will be available for the weekend on a first-come, first-served basis. Flyers and registration forms should start going out in the mail in soon.

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Around the State *continued from Page 8*

➤ DeaFestival '06 – Saturday, July 1, 2006, in Louisville. A full-day of FUN for the whole family!

PARENT-PROFESSIONAL CONFERENCE

If you have not already signed up to go to the statewide Parent-Professional conference, it's not too late to do it. This is a highly recommended get-together for families with children who have various disabilities. There will be workshops specific to hearing loss as well as a wide variety of other topics related to special education.

The conference will be in Lexington the weekend of February 10-12. The registration fee includes the cost of 4 meals and all activities. It really is a good deal. There might be some scholarships still available to help families cover the cost of registration, travel, and the hotel room. Contact the Jefferson County PRC at 502-485-3346 or 502-485-3807 for more information.



THE SUPPORT NETWORK FOR FAMILIES WITH DEAF AND HARD OF HEARING CHILDREN

Families of Deaf & Hard of Hearing children have many decisions to make for their kids. Decisions about communication, technology and schools top the list. How can families make good decisions? Often it is the knowledge we get from other families that makes the difference! The Support Network for Families of Deaf & Hard of Hearing Children is a group of families willing to share our experiences & learn from each other.

Our next on-line chat will be on Saturday, January 28 at 11:00 am Eastern/10:00 am Central time. If you would like to join in but are not yet part of the group, contact Heidi at heidigasl@yahoo.com to become a member. This will give you access to The Support Network group on Yahoo, including the chat room and the listserv.



YOUTH ADVISORY COUNCIL SEEING DEAF/HARD OF HEARING REPRESENTATIVE

A Youth Advisory Council (YAC) of teens and young adults with disabilities is now meeting in Kentucky. The purpose of the YAC is to provide a forum where youth can express their opinions and ideas on services available to themselves and their families.

YAC members will provide recommendations to help educate service providers and society about issues important to youth with special health care needs. Youth will also help by creating educational materials and programs for youth and their families. The YAC will meet four times a year in locations around the state.

The YAC is seeking a representative from the Deaf community. Candidates for the council must be between the ages of 15 – 24 and reside in Kentucky. To apply contact Lee Gordon, Commission for Children with Special Health Care Needs, 982 Eastern Parkway, Louisville KY 40217 or email to Lee.Gordon@ky.gov.

Great Truths from Kids...

- When your mom is mad at your dad, don't let her brush your hair.
- The best place to be when you're sad is Grandma's lap.
- If your sister hits you, don't hit her back. They always catch the second person!

CHILDREN'S DAY AT THE CAPITOL

Join child advocates from around the state for a special Children's Day at the Capitol event! Children's Day at the Capitol provides an opportunity for those interested in children's issues to gather and show our legislators that Kentucky cares about its children. The day's events include a rally for children's issues at the Capitol rotunda and an opportunity to gather information on children's issues likely to come up during the session. Children's Day at the Capitol also allows time for speaking with your legislators and meeting with other people from across the state that share your commitment to children. TO REGISTER FOR THE EVENT, VISIT www.kyyouth.org.

Date: Wednesday, February 8, 2006
9:00 am– 2:30 pm ET

Location: Capitol Rotunda

If you would like more information about the event or would like to register, please contact Lacey McNary at either 502-895-8167, lmcnary@kyyouth.org or www.kyyouth.org.



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STATEWIDE FAMILY SUPPORT CENTER NEWSLETTER February 2006



*Serving Kentucky's Families with
Children who are Deaf and Hard of
Hearing*

PO Box 27
Danville, KY 40423

The Statewide Family Support Center is located in Lee Hall on the campus of the Kentucky School for the Deaf in Danville. Families from across the state are welcome to call, visit, or email us with questions.

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